Unmet Needs: Service Issues for Persons Who Are Blind or Have Low Vision—March 170–180

ASSISTIVE TECHNOLOGY
The Accuracy of Talking Pedometers When Used During Free-Living: A Comparison of Four Devices—May 299–304
Assistive Technology Competencies of Teachers of Students with Visual Impairments: A Comparison of Perceptions—September 533–547
Assistive Technology for Students with Visual Impairments: Challenges and Needs in Teachers' Preparation Programs and Practice—April 197–210
Editor's Page—April 195, September 515
The Impact of Assistive Technology on the Educational Performance of Students with Visual Impairments: A Synthesis of the Research—February 73–83
The Use of Assistive Technology by High School Students with Visual Impairments: A Second Look at the Current Problem—April 235–239

AUDITORY COMPENSATION
The Acuity of Echolocation: Spatial Resolution in Sighted Persons Compared to the Performance of an Expert Who Is Blind—January 20–32
Editor's Page—January 3

AUTISM
Autism Spectrum Disorders and Visual Impairment Are Here to Stay: Using an Expanded Core Curriculum to Implement a Comprehensive Program of Instruction—June 329–334
Commentary on Providing Services to Students with Autism Spectrum Disorders—June 325–329
Editor's Page—June 323
Optic Nerve Hypoplasia and Autism: Common Features of Spectrum Diseases—June 334–338

AUTISM FOCUS
Autism Spectrum Disorders and Visual Impairment Are Here to Stay: Using an Expanded Core Curriculum to Implement a Comprehensive Program of Instruction—June 329–334
Commentary on Providing Services to Students with Autism Spectrum Disorders—June 325–329
Optic Nerve Hypoplasia and Autism: Common Features of Spectrum Diseases—June 334–338

BABKES-STELLINO, MEGAN
Parental Influence and the Attraction to Physical Activity for Youths Who Are Visually Impaired at a Residential-Day School—August 493–498

BARDIN, JULIE A.
General Education Teachers' Ratings of the Academic Engagement Level of Students Who Read Braille: A Comparison with Sighted Peers—August 479–492

BARLOW, JANET M.
Nonvisual Cues for Aligning to Cross Streets—October–November 648–661
Walking Between the Lines: Nonvisual Cues for Maintaining Headings During Street Crossings—October–November 662–674

BARRELLA, KRISTI
Striving to Provide Innovative Orientation and Mobility Services in Times of Diminishing Resources—October–November 587–590

BEAL, CAROLE R.
A Pilot Study of a Self-voicing Computer Program for Prealgebra Math Problems—March 157–169

BELGIUM
The Brussels Metro: Accessibility Through Collaboration—October–November 638–647

BENTZEN, BILLIE LOUISE
Nonvisual Cues for Aligning to Cross Streets—October–November 648–661
Walking Between the Lines: Nonvisual Cues for Maintaining Headings During Street Crossings—October–November 662–674

BESDEN, CHERYL
Striving to Provide Innovative Orientation and Mobility Services in Times of Diminishing Resources—October–November 587–590

BIOGRAPHIES/AUTOBIOGRAPHIES
Undaunted by Blindness: Concise Biographies of 400 People Who Refused to Let Visual Impairment Define Them, by Olstrom, reviewed by Susan Jay Spungin—September 573–574

BODDY, JULIE
The Impact of Visual Disability on the Quality of Life of Older Persons in Rural Northeast Thailand—June 361–369

BOOK REVIEWS
Focus on Music 2: Exploring the Musicality of Children and Young People with Retinopathy of Prematurity, by Ockelford & Matawa, reviewed by William R. McCann—May 306–308
Foundations of Low Vision: Clinical and Functional Perspectives (2nd Ed), by Corn & Erin (Eds.), reviewed by Kerry Lueders—July 441–443
Foundations of Orientation and Mobility (3rd Ed): Vol. 1 History and Theory and *Vol. 2 Instructional Strategies and Practical Applications,* by Wiener, Welsh, & Blasch (Eds.), reviewed by Robert Shawn Wall Emerson and James Leja—August 499–502
Getting Ready for College Begins in Third Grade: Working Toward an Independent Future for Your Blind/VI Child, Pre-K to Middle School, by Castellano, reviewed by Stuart H. Wittenstein—May 305–306
Undaunted by Blindness: Concise Biographies of 400 People Who Refused to Let Visual Impairment Define Them, by Olstrom, reviewed by Susan Jay Spungin—September 573–574
Visual Impairment in Children Due to Damage to the Brain: Clinics in Developmental Medicine, by Dutton & Bax (Eds.), reviewed by Darick Wright—April 245–246

BORCHERT, MARK
Optic Nerve Hypoplasia and Autism: Common Features of Spectrum Diseases—June 334–338

BOURQUIN, EUGENE
Conditions that Influenced Drivers' Yielding Behavior for Uncontrolled Intersections—December 760–769

BRAILLE
Braille: The Challenge for the Future—December 742–744
Children's Perceptions of Learning Braille: Qualitative and Quantitative Findings of the ABC Braille Study—May 266–275

©2011 AFB, All Rights Reserved

Collaborative Research: The Alphabetic Braille Contracted and Braille Study as an Example of Collaborative Research—December 770–780
Editor's Page—March 131, May 259, June 323, July 387, August 451, December 739
Fingerbraille: An Investigation of Japanese Methods for Communicating with Individuals Who Are Deaf-Blind—March 181–185
Foundations of Low Vision: Clinical and Functional Perspectives (2nd Ed.), by Corn & Erin (Eds.), reviewed by Kerry Lueders—July 441–443
General Education Teachers' Ratings of the Academic Engagement Level of Students Who Read Braille: A Comparison with Sighted Peers—August 479–492
I-M-ABLE: A Pathway to Literacy—March 141–144
The Impact of Assistive Technology on the Educational Performance of Students with Visual Impairments: A Synthesis of the Research—February 73–83
Learning to Write in Braille: An Analysis of Writing Samples from Participants in the Alphabetic Braille and Contracted (ABC) Braille Study—July 389–401
Movement Kinematics of the Braille-reading Finger—June 370–381
Putting Theory into Practice: Two Teachers' Experiences with Wormsley's Meaning-centered Approach to Braille Literacy—March 137–138
Sarah's Story: Using the Individualized Meaning-centered Approach to Braille Literacy Education (I-M-ABLE)—March 138–141
Some Thoughts on Braille, by Eliot, December 1952, *New Outlook for the Blind*. Recommended by Sheila Amato—August 502–503
A Theoretical Rationale for Using the Individualized Meaning-centered Approach to Braille Literacy Education with Students Who Have Mild to Moderate Cognitive Disabilities—March 145–156

BRAILLE DEVICES
Effects of the Proximity of Paraeducators on the Interactions of Braille Readers in Inclusive Settings—August 467–478
Learning to Write in Braille: An Analysis of Writing Samples from Participants in the Alphabetic Braille and Contracted (ABC) Braille Study—July 389–401
The Use of Assistive Technology by High School Students with Visual Impairments: A Second Look at the Current Problem—April 235–239

BRAIN INJURY
Cortical Visual Impairment Is Not the Same as Cerebral Visual Impairment—February 68–70
Editor's Page—February 67, March 131
Further Response to the Letter to the Editor from James E. Jan—February 71–72
Response to the Letter to the Editor from James E. Jan—February 70–71
Terminology for Brain Injury-Related Vision Loss: The Debate Continues—March 133–134
Visual Impairment in Children Due to Damage to the Brain: Clinics in Developmental Medicine, by Dutton & Bax (Eds.), reviewed by Darick Wright—April 245–246

BRENNAN, MARK
The Societal Impact of Age-related Macular Degeneration: Use of Social Support Resources Differs by the Severity of the Impairment—January 5–19

CAMPBELL, AMY FRANK
Sarah's Story: Using the Individualized Meaning-centered Approach to Braille Literacy Education (I-M-ABLE)—March 138–141

CAREGIVERS
Fostering Harmonious Interactions in a Boy with Congenital Deaf-Blindness: A Single Case Study—September 560–572

CATARACTS
Low Vision Services in Nepal: An Overview—April 240–243

CEREBRAL VISUAL IMPAIRMENT (SEE CORTICAL VISUAL IMPAIRMENT)

CERTIFICATION
A National Study of Parents' Perspectives on Dual-Certified Vision Professionals—April 211–221

CEU ARTICLES
Accuracy and Techniques in the Preparation of Mathematics Worksheets for Tactile Learners—July 402–413
The Acuity of Echolocation: Spatial Resolution in Sighted Persons Compared to the Performance of an Expert Who Is Blind—January 20–32
Assistive Technology Competencies of Teachers of Students with Visual Impairments: A Comparison of Perceptions—September 533–547
Assistive Technology for Students with Visual Impairments: Challenges and Needs in Teachers' Preparation Programs and Practice—April 197–210
Children's Perceptions of Learning Braille: Qualitative and Quantitative Findings of the ABC Braille Study—May 266–275
Collaborative Research: The Alphabetic Braille Contracted and Braille Study as an Example of Collaborative Research—December 770–780
The Effects of Truncated Dome Detectable Warnings on Travelers Negotiating Curb Ramps in Wheelchairs—May 276–286
Evaluating the Empowered Curriculum for Adolescents with Visual Impairments—June 350–360
Examining the Impact of "Quiet" Vehicles on the Performance of Orientation and Mobility Tasks by Pedestrians Who Are Blind—December 745–759
An Examination of Characteristics Related to the Social Skills of Youths with Visual Impairment—February 84–95
General Education Teachers' Ratings of the Academic Engagement Level of Students Who Read Braille: A Comparison with Sighted Peers—August 479–492
High School Teachers' Perspectives on Supporting Students with Visual Impairments Toward Higher Education: Access, Barriers, and Success—September 548–559
The Impact of Assistive Technology on the Educational Performance of Students with Visual Impairments: A Synthesis of the Research—February 73–83
The Impact of Visual Disability on the Quality of Life of Older Persons in Rural Northeast Thailand—June 361–369
Instruction in Areas of the Expanded Core Curriculum Linked to Transition Outcomes for Students with Visual Impairments—June 340–349
Learning to Write in Braille: An Analysis of Writing Samples from Participants in the Alphabetic Braille and Contracted (ABC) Braille Study—July 389–401

 ©2011 AFB, All Rights Reserved

A National Study of Parents' Perspectives on Dual-Certified Vision Professionals—April 211–221
Nonvisual Cues for Aligning to Cross Streets—October–November 648–661
Perceived Training Needs of Teachers of Students with Visual Impairments Who Work with Students from Culturally and Linguistically Diverse Backgrounds—September 521–532
Predictors of Employment for Youths with Visual Impairments: Findings from the Second National Longitudinal Transition Study—August 453–466
The Relationship of Perceived Social Support with Well-Being in Adults with Visual Impairments—July 425–439
The Societal Impact of Age-related Macular Degeneration: Use of Social Support Resources Differs by the Severity of the Impairment—January 5–19
A Theoretical Rationale for Using the Individualized Meaning-centered Approach to Braille Literacy Education with Students Who Have Mild to Moderate Cognitive Disabilities—March 145–156
Unmet Needs: Service Issues for Persons Who Are Blind or Have Low Vision—March 170–180
Users' Evaluations of Four Electronic Travel Aids Aimed at Navigation for Persons Who Are Visually Impaired—October–November 612–623

CHILDREN
Children's Perceptions of Learning Braille: Qualitative and Quantitative Findings of the ABC Braille Study—May 266–275
Commentary on Providing Services to Students with Autism Spectrum Disorders—June 325–329
Editor's Page—June 323
An Examination of Characteristics Related to the Social Skills of Youths with Visual Impairment—February 84–95
Focus on Music 2: Exploring the Musicality of Children and Young People with Retinopathy of Prematurity, by Ockelford & Matawa, reviewed by William R. McCann—May 306–308
Fostering Harmonious Interactions in a Boy with Congenital Deaf-Blindness: A Single Case Study—September 560–572
Optic Nerve Hypoplasia and Autism: Common Features of Spectrum Diseases—June 334–338
Visual Impairment in Children Due to Damage to the Brain: Clinics in Developmental Medicine, by Dutton & Bax (Eds.), reviewed by Darick Wright—April 245–246

CIVIL RIGHTS
Editor's Page—September 515

COGNITION
A Theoretical Rationale for Using the Individualized Meaning-centered Approach to Braille Literacy Education with Students Who Have Mild to Moderate Cognitive Disabilities—March 145–156

COGNITIVE SKILLS
The Acuity of Echolocation: Spatial Resolution in Sighted Persons Compared to the Performance of an Expert Who Is Blind—January 20–32
Auditory Cues Used for Wayfinding in Urban Environments by Individuals with Visual Impairments—October–November 703–714
Editor's Page—January 3
Examining the Impact of "Quiet" Vehicles on the Performance of Orientation and Mobility Tasks by Pedestrians Who Are Blind—December 745–759
Olfactory Cues Used for Wayfinding in Urban Environments by Individuals with Visual Impairments—October–November 692–702

COGNITIVE VISUAL DYSFUNCTION
A Final Word on Neurological Visual Disorders—March 134–135
Terminology for Brain Injury-Related Vision Loss: The Debate Continues—March 133–134

COHEN, SHIRLEY
Commentary on Providing Services to Students with Autism Spectrum Disorders—June 325–329

COLENBRANDER, AUGUST
Further Response to the Letter to the Editor from James E. Jan—February 71–72

COMMENTS
Braille: The Challenge for the Future—December 742–744
Canaries in the Coal Mine? Dog Guide Schools Look at the Current State of Orientation and Mobility—December 741–742
Learning From Our Past: The Orientation and Mobility Archives—October–November 584–586
New Practitioner Identifies the Need for More Multilingual Orientation and Mobility Instructional Materials—October–November 583–584
Recent Graduate Recommends Closer Collaboration between Practitioners and Personnel Preparation Programs—October–November 582–583

COMMUNICATION SKILLS
Fingerbraille: An Investigation of Japanese Methods for Communicating with Individuals Who Are Deaf-Blind—March 181–185

COMPUTERS
A Pilot Study of a Self-voicing Computer Program for Prealgebra Math Problems—March 157–169

CONNORS, ELYSE
Recent Graduate Recommends Closer Collaboration between Practitioners and Personnel Preparation Programs—October–November 582–583

CONSUMERS
Editor's Page—May 259

CORREA-TORRES, SILVIA M.
Perceived Training Needs of Teachers of Students with Visual Impairments Who Work with Students from Culturally and Linguistically Diverse Backgrounds—September 521–532

CORTICAL VISUAL IMPAIRMENT
Cortical Visual Impairment Is Not the Same as Cerebral Visual Impairment—February 68–70
Editor's Page—February 67, March 131
A Final Word on Neurological Visual Disorders—March 134–135
Further Response to the Letter to the Editor from James E. Jan—February 71–72
Response to the Letter to the Editor from James E. Jan—February 70–71
Terminology for Brain Injury-Related Vision Loss: The Debate Continues—March 133–134
Visual Impairment in Children Due to Damage to the

©2011 AFB, All Rights Reserved

Brain: Clinics in Developmental Medicine, by Dutton & Bax (Eds.), reviewed by Darick Wright—April 245–246

COSB COMMENTARY
Council of Schools for the Blind Hires Executive Director—September 574–575

COUNCIL OF SCHOOLS FOR THE BLIND
Council of Schools for the Blind Hires Executive Director—September 574–575

CROUSE, ROBERT
Deaths—May 310–312

CROW, NITA
Striving to Provide Innovative Orientation and Mobility Services in Times of Diminishing Resources—October–November 587–590

CRUDDEN, ADELE
Unmet Needs: Service Issues for Persons Who Are Blind or Have Low Vision—March 170–180

CULTURAL DIVERSITY
Editor's Page—September 515
Perceived Training Needs of Teachers of Students with Visual Impairments Who Work with Students from Culturally and Linguistically Diverse Backgrounds—September 521–532

CUNNINGHAM, CHRISTOPHER M.
Nonvisual Cues for Aligning to Cross Streets—October–November 648–661
Walking Between the Lines: Nonvisual Cues for Maintaining Headings During Street Crossings—October–November 662–674

CURTIS, KATHRYN
High School Teachers' Perspectives on Supporting Students with Visual Impairments Toward Higher Education: Access, Barriers, and Success—September 548–559

D'AURIZIO, VICKI ROOKE
I-M-ABLE: A Pathway to Literacy—March 141–144

DEAF-BLIND
Effects of the Proximity of Paraeducators on the Interactions of Braille Readers in Inclusive Settings—August 467–478

DEAF-BLINDNESS
Fingerbraille: An Investigation of Japanese Methods for Communicating with Individuals Who Are Deaf-Blind—March 181–185
Fostering Harmonious Interactions in a Boy with Congenital Deaf-Blindness: A Single Case Study—September 560–572

DEATHS
Death— January 58, 60; February 125–126; May 310–312; September 575; October–November 732

DE KLERK, HEIDI
Resilience in Parents of Young Adults with Visual Impairments—July 414–424

DE L'AUNE, WILLIAM
The Use of a Tactile-Vision Sensory Substitution System as an Augmentative Tool for Individuals with Visual Impairments—January 45–50

DEVLIEGER, PATRICK
The Brussels Metro: Accessibility Through Collaboration—October–November 638–647

DE WITTE, LUC P.
Users' Evaluations of Four Electronic Travel Aids Aimed at Navigation for Persons Who Are Visually Impaired—October–November 612–623

DIABETES AND DIABETIC RETINOPATHY
Low Vision Services in Nepal: An Overview—April 240–243

DILLINGHAM, ELMER
Death—September 575

DISABILITIES
A Theoretical Rationale for Using the Individualized Meaning-centered Approach to Braille Literacy Education with Students Who Have Mild to Moderate Cognitive Disabilities—March 145–156

DISABILITY ISSUES
The Brussels Metro: Accessibility Through Collaboration—October–November 638–647
Council of Schools for the Blind Hires Executive Director—September 574–575
Effects of the Proximity of Paraeducators on the Interactions of Braille Readers in Inclusive Settings—August 467–478
Resilience in Parents of Young Adults with Visual Impairments—July 414–424

DISTANCE EDUCATION
Perceived Training Needs of Teachers of Students with Visual Impairments Who Work with Students from Culturally and Linguistically Diverse Backgrounds—September 521–532

DIXON, JUDITH M.
Braille: The Challenge for the Future—December 742–744

DOG GUIDES
Assessment of Dog Guides by Users in Japan and Suggestions for Improvement—October–November 591–600
Assisting Handlers Following Attacks on Dog Guides: Implications for Dog Guide Teams—October–November 601–611
Canaries in the Coal Mine? Dog Guide Schools Look at the Current State of Orientation and Mobility—December 741–742
Editor's Page—December 739

DOWLING, JUNE E.
Deaths—October–November 732

DURANDO, JULIE
Perceived Training Needs of Teachers of Students with Visual Impairments Who Work with Students from Culturally and Linguistically Diverse Backgrounds—September 521–532

DURST, JIM
Council of Schools for the Blind Hires Executive Director—September 574–575

DUTTON, GORDON N.
Terminology for Brain Injury-Related Vision Loss: The Debate Continues—March 133–134

 ©2011 AFB, All Rights Reserved

EDITORIALS
Editor's Page—January 3, February 67, March 131, April 195, May 259, June 323, July 387, August 451, September 515, December 739
Guest Editors' Page—October–November 579–582

EDUCATION
Editor's Page—March 131, August 451, September 515
Effects of the Proximity of Paraeducators on the Interactions of Braille Readers in Inclusive Settings—August 467–478
General Education Teachers' Ratings of the Academic Engagement Level of Students Who Read Braille: A Comparison with Sighted Peers—August 479–492
Getting Ready for College Begins in Third Grade: Working Toward an Independent Future for Your Blind/VI Child, Pre-K to Middle School, by Castellano, reviewed by Stuart H. Wittenstein—May 305–306
High School Teachers' Perspectives on Supporting Students with Visual Impairments Toward Higher Education: Access, Barriers, and Success—September 548–559
I-M-ABLE: A Pathway to Literacy—March 141–144
Predictors of Employment for Youths with Visual Impairments: Findings from the Second National Longitudinal Transition Study—August 453–466
Putting Theory into Practice: Two Teachers' Experiences with Wormsley's Meaning-centered Approach to Braille Literacy—March 137–138
Sarah's Story: Using the Individualized Meaning-centered Approach to Braille Literacy Education (I-M-ABLE)—March 138–141
Terms for Specialized Educational Settings for Students with Visual Impairments—March 135–136
A Theoretical Rationale for Using the Individualized Meaning-centered Approach to Braille Literacy Education with Students Who Have Mild to Moderate Cognitive Disabilities—March 145–156
Use of "Segregated" to Refer to Specialized Schools is Cause for Concern and Reconsideration—March 135

ELECTRONIC TRAVEL AIDS
The Effectiveness of Verbal Information Provided by Electronic Travel Aids for Visually Impaired Persons—October–November 624–637
Users' Evaluations of Four Electronic Travel Aids Aimed at Navigation for Persons Who Are Visually Impaired—October–November 612–623

ELIOT, T. S.
Editor's Page—August 451
Some Thoughts on Braille, by Eliot, December 1952, *New Outlook for the Blind*. Recommended by Sheila Amato—August 502–503

EMPLOYMENT
Council of Schools for the Blind Hires Executive Director—September 574–575
Editor's Page—August 451
Instruction in Areas of the Expanded Core Curriculum Linked to Transition Outcomes for Students with Visual Impairments—June 340–349
Predictors of Employment for Youths with Visual Impairments: Findings from the Second National Longitudinal Transition Study—August 453–466

ERIN, JANE N.
Children's Perceptions of Learning Braille: Qualitative and Quantitative Findings of the ABC Braille Study—May 266–275
Collaborative Research: The Alphabetic Braille Contracted and Braille Study as an Example of Collaborative Research—December 770–780
How Ditching the School Van in Favor of the City Bus Created Endless Learning Opportunities for a Class of Visually Impaired Students with Multiple Disabilities—May 261–262
Learning to Write in Braille: An Analysis of Writing Samples from Participants in the Alphabetic Braille and Contracted (ABC) Braille Study—July 389–401
Making the Transition from Student with Visual Impairment to Teacher with Visual Impairment—September 516
Putting Theory into Practice: Two Teachers' Experiences with Wormsley's Meaning-centered Approach to Braille Literacy—March 137–138

ETHNIC CULTURES
Editor's Page—September 515

EXERCISE
The Accuracy of Talking Pedometers When Used During Free-Living: A Comparison of Four Devices—May 299–304

EXPANDED CORE CURRICULUM
Autism Spectrum Disorders and Visual Impairment Are Here to Stay: Using an Expanded Core Curriculum to Implement a Comprehensive Program of Instruction—June 329–334
Evaluating the Empowered Curriculum for Adolescents with Visual Impairments—June 350–360
Instruction in Areas of the Expanded Core Curriculum Linked to Transition Outcomes for Students with Visual Impairments—June 340–349

EYE CARE
Subjective Perception of Visual Distortions or Scotomas in Individuals with Retinitis Pigmentosa—January 50–55

FAMILY
The Societal Impact of Age-related Macular Degeneration: Use of Social Support Resources Differs by the Severity of the Impairment—January 5–19

FARNSWORTH, CHARLES
Parental Influence and the Attraction to Physical Activity for Youths Who Are Visually Impaired at a Residential-Day School—August 493–498

FARRUGIA, CHUCK
Canaries in the Coal Mine? Dog Guide Schools Look at the Current State of Orientation and Mobility—December 741–742

FAZZI, DIANE L.
Guest Editors' Page—October–November 579–582

FEINBERG, JAKE
Becoming Commuters: Teaching Students Traveling to Work Using Public Transportation—May 262–265

FINK, CASSANDRA
Optic Nerve Hypoplasia and Autism: Common Features of Spectrum Diseases—June 334–338

FRANCK, LUKAS
Canaries in the Coal Mine? Dog Guide Schools Look at the Current State of Orientation and Mobility—December 741–742

©2011 AFB, All Rights Reserved

FURUHASHI, HIROAKI
Assessment of Dog Guides by Users in Japan and Suggestions for Improvement—October–November 591–600

GAMES
Children's Perceptions of Learning Braille: Qualitative and Quantitative Findings of the ABC Braille Study—May 266–275

GELDERBLOM, GERT JAN
Users' Evaluations of Four Electronic Travel Aids Aimed at Navigation for Persons Who Are Visually Impaired—October–November 612–623

GENSE, D. JAY
Autism Spectrum Disorders and Visual Impairment Are Here to Stay: Using an Expanded Core Curriculum to Implement a Comprehensive Program of Instruction—June 329–334

GENSE, MARILYN H.
Autism Spectrum Disorders and Visual Impairment Are Here to Stay: Using an Expanded Core Curriculum to Implement a Comprehensive Program of Instruction—June 329–334

GERUSCHAT, DUANE R.
Editor's Page—January 3, February 67, March 131, April 195, May 259, June 323, July 387, August 451, September 515, December 739

GILLARD, MARC A.
Assisting Handlers Following Attacks on Dog Guides: Implications for Dog Guide Teams—October–November 601–611

GLOBAL POSITIONING SYSTEM
Getting from Here to There and Knowing Where: Teaching Global Positioning Systems to Students with Visual Impairments—October–November 675–680
Striving to Provide Innovative Orientation and Mobility Services in Times of Diminishing Resources—October–November 587–590
Users' Evaluations of Four Electronic Travel Aids Aimed at Navigation for Persons Who Are Visually Impaired—October–November 612–623

GODLEY, CHERYL A.
Assisting Handlers Following Attacks on Dog Guides: Implications for Dog Guide Teams—October–November 601–611

GOODRICH, GREGORY L.
Response to the Letter to the Editor from James E. Jan—February 70–71

GRANTS AND FUNDING
Editor's Page—January 3

GREEFF, ABRAHAM P.
Resilience in Parents of Young Adults with Visual Impairments—July 414–424

GREENBERG, MAYA DELGADO
Striving to Provide Innovative Orientation and Mobility Services in Times of Diminishing Resources—October–November 587–590

GRIFFIN-SHIRLEY, NORA
Assistive Technology Competencies of Teachers of Students with Visual Impairments: A Comparison of Perceptions—September 533–547
Assistive Technology for Students with Visual Impairments: Challenges and Needs in Teachers' Preparation Programs and Practice—April 197–210
A National Study of Parents' Perspectives on Dual-Certified Vision Professionals—April 211–221

GRIFFITH, JENNIFER
The Use of a Tactile-Vision Sensory Substitution System as an Augmentative Tool for Individuals with Visual Impairments—January 45–50

GRIMMETT, ERIC S.
A National Study of Parents' Perspectives on Dual-Certified Vision Professionals—April 211–221

GUERETTE, AMY R.
The Relationship of Perceived Social Support with Well-Being in Adults with Visual Impairments—July 425–439
Students with Low Vision Describe Their Visual Impairments and Visual Functioning—May 287–298

GUTH, DAVID A.
Nonvisual Cues for Aligning to Cross Streets—October–November 648–661
Walking Between the Lines: Nonvisual Cues for Maintaining Headings During Street Crossings—October–November 662–674

HANELINE, ROD
Canaries in the Coal Mine? Dog Guide Schools Look at the Current State of Orientation and Mobility—December 741–742

HANNAN, CHERYL K.
Children's Perceptions of Learning Braille: Qualitative and Quantitative Findings of the ABC Braille Study—May 266–275

HARRIS, BETH A.
Effects of the Proximity of Paraeducators on the Interactions of Braille Readers in Inclusive Settings—August 467–478

HAVIK, ELSE M.
The Effectiveness of Verbal Information Provided by Electronic Travel Aids for Visually Impaired Persons—October–November 624–637

HERZBERG, TINA
Accuracy and Techniques in the Preparation of Mathematics Worksheets for Tactile Learners—July 402–413

HISTORICAL RESEARCH
Learning From Our Past: The Orientation and Mobility Archives—October–November 584–586

HOROWITZ, AMY
The Societal Impact of Age-related Macular Degeneration: Use of Social Support Resources Differs by the Severity of the Impairment—January 5–19

HUDSON, MICHAEL
Learning From Our Past: The Orientation and Mobility Archives—October–November 584–586

 ©2011 AFB, All Rights Reserved

HUGHES, BARRY
Movement Kinematics of the Braille-reading Finger—June 370–381

HUSMAN, MARK
Fostering Harmonious Interactions in a Boy with Congenital Deaf-Blindness: A Single Case Study—September 560–572

INDEPENDENT LIVING SKILLS
Becoming Commuters: Teaching Students Traveling to Work Using Public Transportation—May 262–265
Predictors of Employment for Youths with Visual Impairments: Findings from the Second National Longitudinal Transition Study—August 453–466

INFANTS AND PRESCHOOL CHILDREN
Fostering Harmonious Interactions in a Boy with Congenital Deaf-Blindness: A Single Case Study—September 560–572
Somebody's Jumping on the Floor: Incorporating Music into Orientation and Mobility for Preschoolers with Visual Impairments—October–November 715–719

INTERVENTION
Commentary on Providing Services to Students with Autism Spectrum Disorders—June 325–329
Evaluating the Empowered Curriculum for Adolescents with Visual Impairments—June 350–360
Fostering Harmonious Interactions in a Boy with Congenital Deaf-Blindness: A Single Case Study—September 560–572

ISHIGAMI, TOMOMI
Assessment of Dog Guides by Users in Japan and Suggestions for Improvement—October–November 591–600

JACOBSON, DANIEL
Comparing Tactile Maps and Haptic Digital Representations of a Maritime Environment—April 222–234

JAN, JAMES E.
Cortical Visual Impairment Is Not the Same as Cerebral Visual Impairment—February 68–70
A Final Word on Neurological Visual Disorders—March 134–135

JANSSEN, MARLEEN J.
Fostering Harmonious Interactions in a Boy with Congenital Deaf-Blindness: A Single Case Study—September 560–572

JAPAN
Assessment of Dog Guides by Users in Japan and Suggestions for Improvement—October–November 591–600
Fingerbraille: An Investigation of Japanese Methods for Communicating with Individuals Who Are Deaf-Blind—March 181–185

JEROME, GERALD J.
The Accuracy of Talking Pedometers When Used During Free-Living: A Comparison of Four Devices—May 299–304

JOURNALS
Editor's Page—April 195

KAPUSTA, MICHAEL A.
Subjective Perception of Visual Distortions or Scotomas in Individuals with Retinitis Pigmentosa—January 50–55

KELLY, STACY M.
The Impact of Assistive Technology on the Educational Performance of Students with Visual Impairments: A Synthesis of the Research—February 73–83
Instruction in Areas of the Expanded Core Curriculum Linked to Transition Outcomes for Students with Visual Impairments—June 340–349
The Use of Assistive Technology by High School Students with Visual Impairments: A Second Look at the Current Problem—April 235–239

KESIKTAS, AYSE DOLUNAY
The Relationship of Personnel Preparation to the Competence of Teachers of Students with Visual Impairments in Turkey—February 108–124

KIM, DAE SHIK
Examining the Impact of "Quiet" Vehicles on the Performance of Orientation and Mobility Tasks by Pedestrians Who Are Blind—December 745–759

KODA, NAOKO
Assessment of Dog Guides by Users in Japan and Suggestions for Improvement—October–November 591–600

KOOIJMAN, AART C.
The Effectiveness of Verbal Information Provided by Electronic Travel Aids for Visually Impaired Persons—October–November 624–637

KOUTSOKLENIS, ATHANASIOS
Auditory Cues Used for Wayfinding in Urban Environments by Individuals with Visual Impairments—October–November 703–714
Olfactory Cues Used for Wayfinding in Urban Environments by Individuals with Visual Impairments—October–November 692–702

KROLICK, BETTYE
Deaths—October–November 732

KUBO, MASUMI
Assessment of Dog Guides by Users in Japan and Suggestions for Improvement—October–November 591–600

KUPFER, CARL
Deaths—May 310–312

LA GROW, STEVEN
Determinants of the Overall Quality of Life of Older Persons Who Have Difficulty Seeing: The Importance of the Ability to Get Around—October–November 720–730
The Impact of Visual Disability on the Quality of Life of Older Persons in Rural Northeast Thailand—June 361–369

LAMICHHANE, KAMAL
Fingerbraille: An Investigation of Japanese Methods for Communicating with Individuals Who Are Deaf-Blind—March 181–185

©2011 AFB, All Rights Reserved

LANGUAGE
New Practitioner Identifies the Need for More Multilingual Orientation and Mobility Instructional Materials—October–November 583–584

LARGE PRINT
The Use of Assistive Technology by High School Students with Visual Impairments: A Second Look at the Current Problem—April 235–239

LAWRENCE, MEGAN M.
The Design of Tactile Thematic Symbols—October–November 681–691

LEE, HELEN
The Effects of Truncated Dome Detectable Warnings on Travelers Negotiating Curb Ramps in Wheelchairs—May 276–286

LEGISLATION
The Impact of Assistive Technology on the Educational Performance of Students with Visual Impairments: A Synthesis of the Research—February 73–83

LEJA, JAMES
Foundations of Orientation and Mobility (3rd Ed): Vol. 1 History and Theory and *Vol. 2 Instructional Strategies and Practical Applications*, by Wiener, Welsh, & Blasch (Eds.), reviewed by Robert Shawn Wall Emerson and James Leja—August 499–502

LETTERS
Cortical Visual Impairment Is Not the Same as Cerebral Visual Impairment—February 68–70
A Final Word on Neurological Visual Disorders—March 134–135
Further Response to the Letter to the Editor from James E. Jan—February 71–72
Response to the Letter to the Editor from James E. Jan—February 70–71
Terminology for Brain Injury-Related Vision Loss: The Debate Continues—March 133–134
Terms for Specialized Educational Settings for Students with Visual Impairments—March 135–136
Use of "Segregated" to Refer to Specialized Schools is Cause for Concern and Reconsideration—March 135

LEUDERS, KERRY
Foundations of Low Vision: Clinical and Functional Perspectives (2nd Ed), by Corn & Erin (Eds.), reviewed by Kerry Lueders—July 441–443

LEVIN, DARREN S.
Evaluating the Empowered Curriculum for Adolescents with Visual Impairments—June 350–360

LEWIS, SANDRA
General Education Teachers' Ratings of the Academic Engagement Level of Students Who Read Braille: A Comparison with Sighted Peers—August 479–492
Students with Low Vision Describe Their Visual Impairments and Visual Functioning—May 287–298

LINVILLE, JOHN G.
Deaths—May 310–312

LITERACY
Children's Perceptions of Learning Braille: Qualitative and Quantitative Findings of the ABC Braille Study—May 266–275
Editor's Page—March 131, May 259
I-M-ABLE: A Pathway to Literacy—March 141–144
Low Vision Services in Nepal: An Overview—April 240–243
Putting Theory into Practice: Two Teachers' Experiences with Wormsley's Meaning-centered Approach to Braille Literacy—March 137–138
Sarah's Story: Using the Individualized Meaning-centered Approach to Braille Literacy Education (I-M-ABLE)—March 138–141
A Theoretical Rationale for Using the Individualized Meaning-centered Approach to Braille Literacy Education with Students Who Have Mild to Moderate Cognitive Disabilities—March 145–156

LIVING SKILLS
Determinants of the Overall Quality of Life of Older Persons Who Have Difficulty Seeing: The Importance of the Ability to Get Around—October–November 720–730
The Impact of Visual Disability on the Quality of Life of Older Persons in Rural Northeast Thailand—June 361–369
The Relationship of Perceived Social Support with Well-Being in Adults with Visual Impairments—July 425–439

LOBBEN, AMY K.
The Design of Tactile Thematic Symbols—October–November 681–691

LONG, RICHARD G.
Guest Editors' Page—October–November 579–582
Nonvisual Cues for Aligning to Cross Streets—October–November 648–661
Walking Between the Lines: Nonvisual Cues for Maintaining Headings During Street Crossings—October–November 662–674

LOW VISION
Determinants of the Overall Quality of Life of Older Persons Who Have Difficulty Seeing: The Importance of the Ability to Get Around—October–November 720–730
Editor's Page—April 195, June 323
Foundations of Low Vision: Clinical and Functional Perspectives (2nd Ed.), by Corn & Erin (Eds.), reviewed by Kerry Lueders—July 441–443
Instruction in Areas of the Expanded Core Curriculum Linked to Transition Outcomes for Students with Visual Impairments—June 340–349
Low Vision Services in Nepal: An Overview—April 240–243
Making the Transition from Student with Visual Impairment to Teacher with Visual Impairment—September 516
Students with Low Vision Describe Their Visual Impairments and Visual Functioning—May 287–298

LUECK, AMANDA HALL
Response to the Letter to the Editor from James E. Jan—February 70–71

MAINSTREAMING
Effects of the Proximity of Paraeducators on the Interactions of Braille Readers in Inclusive Settings—August 467–478
General Education Teachers' Ratings of the Academic Engagement Level of Students Who Read Braille: A Comparison with Sighted Peers—August 479–492

 ©2011 AFB, All Rights Reserved

MAPS FOR THE BLIND
Comparing Tactile Maps and Haptic Digital Representations of a Maritime Environment—April 222–234
Editor's Page—April 195

MARTINEZ, DAVID
New Practitioner Identifies the Need for More Multilingual Orientation and Mobility Instructional Materials—October–November 583–584

MATHEMATICS
Accuracy and Techniques in the Preparation of Mathematics Worksheets for Tactile Learners—July 402–413
Editor's Page—July 387
A Pilot Study of a Self-voicing Computer Program for Prealgebra Math Problems—March 157–169

MATTINGLY, CAMERON
Students with Low Vision Describe Their Visual Impairments and Visual Functioning—May 287–298

MCCANN, WILLIAM R.
Focus on Music 2: Exploring the Musicality of Children and Young People with Retinopathy of Prematurity, by Ockelford & Matawa, reviewed by William R. McCann—May 306–308

MCDONNALL, MICHELE CAPELLA
Predictors of Employment for Youths with Visual Impairments: Findings from the Second National Longitudinal Transition Study—August 453–466

MCLEOD, MARIA
The Marker is Empty: Lessons Learned from the Student-Teaching Experience of an Individual Who Is Visually Impaired—September 516–520

MEDIA
Editor's Page—February 67

MILLER, PAUL S.
Deaths—January 58, 60

MULTIPLE DISABILITIES
Autism Spectrum Disorders and Visual Impairment Are Here to Stay: Using an Expanded Core Curriculum to Implement a Comprehensive Program of Instruction—June 329–334
Commentary on Providing Services to Students with Autism Spectrum Disorders—June 325–329
The Effects of Truncated Dome Detectable Warnings on Travelers Negotiating Curb Ramps in Wheelchairs—May 276–286
Foundations of Low Vision: Clinical and Functional Perspectives (2nd Ed.), by Corn & Erin (Eds.), reviewed by Kerry Lueders—July 441–443
How Ditching the School Van in Favor of the City Bus Created Endless Learning Opportunities for a Class of Visually Impaired Students with Multiple Disabilities—May 261–262
Optic Nerve Hypoplasia and Autism: Common Features of Spectrum Diseases—June 334–338

MUSIC
Focus on Music 2: Exploring the Musicality of Children and Young People with Retinopathy of Prematurity, by Ockelford & Matawa, reviewed by William R. McCann—May 306–308
Somebody's Jumping on the Floor: Incorporating Music into Orientation and Mobility for Preschoolers with Visual Impairments—October–November 715–719

MYERS, KYLE
Examining the Impact of "Quiet" Vehicles on the Performance of Orientation and Mobility Tasks by Pedestrians Who Are Blind—December 745–759

NAGHSHINEH, KOOROSH
Examining the Impact of "Quiet" Vehicles on the Performance of Orientation and Mobility Tasks by Pedestrians Who Are Blind—December 745–759

NEMETH CODE
Accuracy and Techniques in the Preparation of Mathematics Worksheets for Tactile Learners—July 402–413

NEPAL
Editor's Page—April 195
Low Vision Services in Nepal: An Overview—April 240–243

NEUROLOGICAL IMPAIRMENTS
Terminology for Brain Injury-Related Vision Loss: The Debate Continues—March 133–134

NO CHILD LEFT BEHIND ACT
The Impact of Assistive Technology on the Educational Performance of Students with Visual Impairments: A Synthesis of the Research—February 73–83

OESTREICHER, NINA
The Societal Impact of Age-related Macular Degeneration: Use of Social Support Resources Differs by the Severity of the Impairment—January 5–19

OPTIC NERVE HYPOPLASIA
Editor's Page—June 323
Optic Nerve Hypoplasia and Autism: Common Features of Spectrum Diseases—June 334–338

OREN, THOMAS
The Marker is Empty: Lessons Learned from the Student-Teaching Experience of an Individual Who Is Visually Impaired—September 516–520

ORIENTATION AND MOBILITY
Assessment of Dog Guides by Users in Japan and Suggestions for Improvement—October–November 591–600
Assisting Handlers Following Attacks on Dog Guides: Implications for Dog Guide Teams—October–November 601–611
Auditory Cues Used for Wayfinding in Urban Environments by Individuals with Visual Impairments—October–November 703–714
Becoming Commuters: Teaching Students Traveling to Work Using Public Transportation—May 262–265
The Brussels Metro: Accessibility Through Collaboration—October–November 638–647
Canaries in the Coal Mine? Dog Guide Schools Look at the Current State of Orientation and Mobility—December 741–742
Conditions that Influenced Drivers' Yielding Behavior for Uncontrolled Intersections—December 760-769
The Design of Tactile Thematic Symbols—October–November 681–691
Determinants of the Overall Quality of Life of Older Persons Who Have Difficulty Seeing: The Importance of

©2011 AFB, All Rights Reserved

the Ability to Get Around—October–November 720–730
Editor's Page—January 3, May 259, December 739
,
The Effectiveness of Verbal Information Provided by Electronic Travel Aids for Visually Impaired Persons—October–November 624–637
An Examination of Characteristics Related to the Social Skills of Youths with Visual Impairment—February 84–95
Examining the Impact of "Quiet" Vehicles on the Performance of Orientation and Mobility Tasks by Pedestrians Who Are Blind—December 745–759
Foundations of Low Vision: Clinical and Functional Perspectives (2nd Ed.), by Corn & Erin (Eds.), reviewed by Kerry Lueders—July 441–443
Foundations of Orientation and Mobility (3rd Ed): Vol. 1 History and Theory and *Vol. 2 Instructional Strategies and Practical Applications*, by Wiener, Welsh, & Blasch (Eds.), reviewed by Robert Shawn Wall Emerson and James Leja—August 499–502
Getting from Here to There and Knowing Where: Teaching Global Positioning Systems to Students with Visual Impairments—October–November 675–680
Guest Editors' Page—October–November 579–582
Instruction in Areas of the Expanded Core Curriculum Linked to Transition Outcomes for Students with Visual Impairments—June 340–349
Learning From Our Past: The Orientation and Mobility Archives—October–November 584–586
A National Study of Parents' Perspectives on Dual-Certified Vision Professionals—April 211–221
New Practitioner Identifies the Need for More Multilingual Orientation and Mobility Instructional Materials—October–November 583–584
Nonvisual Cues for Aligning to Cross Streets—October–November 648–661
Olfactory Cues Used for Wayfinding in Urban Environments by Individuals with Visual Impairments—October–November 692–702
Orientation and Mobility and Professional Preparation: Celebrating 50 Years—October–November 577–736
Perceived Training Needs of Teachers of Students with Visual Impairments Who Work with Students from Culturally and Linguistically Diverse Backgrounds—September 521–532
Recent Graduate Recommends Closer Collaboration between Practitioners and Personnel Preparation Programs—October–November 582–583
Somebody's Jumping on the Floor: Incorporating Music into Orientation and Mobility for Preschoolers with Visual Impairments—October–November 715–719
Striving to Provide Innovative Orientation and Mobility Services in Times of Diminishing Resources—October–November 587–590
Users' Evaluations of Four Electronic Travel Aids Aimed at Navigation for Persons Who Are Visually Impaired—October–November 612–623
Walking Between the Lines: Nonvisual Cues for Maintaining Headings During Street Crossings—October–November 662–674

OUTCOMES
Editor's Page—August 451
General Education Teachers' Ratings of the Academic Engagement Level of Students Who Read Braille: A Comparison with Sighted Peers—August 479–492
Instruction in Areas of the Expanded Core Curriculum Linked to Transition Outcomes for Students with Visual Impairments—June 340–349

OVERBURY, OLGA
Subjective Perception of Visual Distortions or Scotomas in Individuals with Retinitis Pigmentosa—January 50–55

PAPADOPOULOS, KONSTANTINOS
Auditory Cues Used for Wayfinding in Urban Environments by Individuals with Visual Impairments—October–November 703–714
Olfactory Cues Used for Wayfinding in Urban Environments by Individuals with Visual Impairments—October–November 692–702

PARENTS
Associations of Extroversion and Parental Overprotection with Forming Relationships with Peers Among Adolescents with and without Visual Impairments—February 96–107
Editor's Page—February 67, April 195
A National Study of Parents' Perspectives on Dual-Certified Vision Professionals—April 211–221
Parental Influence and the Attraction to Physical Activity for Youths Who Are Visually Impaired at a Residential-Day School—August 493–498
Predictors of Employment for Youths with Visual Impairments: Findings from the Second National Longitudinal Transition Study—August 453–466
Resilience in Parents of Young Adults with Visual Impairments—July 414–424

PARKER, AMY T.
Assistive Technology Competencies of Teachers of Students with Visual Impairments: A Comparison of Perceptions—September 533–547
Assistive Technology for Students with Visual Impairments: Challenges and Needs in Teachers' Preparation Programs and Practice—April 197–210

PEOPLE
Deaths— January 58, 60, February 125–126, May 310–312, September 575, October–November 732

PERCEPTION AND PERCEPTUAL SKILLS
Assistive Technology for Students with Visual Impairments: Challenges and Needs in Teachers' Preparation Programs and Practice—April 197–210
Children's Perceptions of Learning Braille: Qualitative and Quantitative Findings of the ABC Braille Study—May 266–275
Editor's Page—August 451
The Effects of Truncated Dome Detectable Warnings on Travelers Negotiating Curb Ramps in Wheelchairs—May 276–286
Evaluating the Empowered Curriculum for Adolescents with Visual Impairments—June 350–360
Terminology for Brain Injury-Related Vision Loss: The Debate Continues—March 133–134

PERRETT, JAMIS
Parental Influence and the Attraction to Physical Activity for Youths Who Are Visually Impaired at a Residential-Day School—August 493–498

PERSONNEL PREPARATION
Assistive Technology for Students with Visual Impairments: Challenges and Needs in Teachers' Preparation Programs and Practice—April 197–210
Editor's Page—February 67

 ©2011 AFB, All Rights Reserved

Guest Editors' Page—October–November 579–582
Learning From Our Past: The Orientation and Mobility Archives—October–November 584–586
New Practitioner Identifies the Need for More Multilingual Orientation and Mobility Instructional Materials—October–November 583–584
Orientation and Mobility and Professional Preparation: Celebrating 50 Years—October–November 577–736
Perceived Training Needs of Teachers of Students with Visual Impairments Who Work with Students from Culturally and Linguistically Diverse Backgrounds—September 521–532
Recent Graduate Recommends Closer Collaboration between Practitioners and Personnel Preparation Programs—October–November 582–583
The Relationship of Personnel Preparation to the Competence of Teachers of Students with Visual Impairments in Turkey—February 108–124

PFEIFFER, JENS P.
Associations of Extroversion and Parental Overprotection with Forming Relationships with Peers Among Adolescents with and without Visual Impairments—February 96–107
Attainment of Developmental Tasks by Adolescents with Visual Impairments and Sighted Adolescents—January 33–44
Terms for Specialized Educational Settings for Students with Visual Impairments—March 135–136

PHILLIPS, CRAIG L.
Getting from Here to There and Knowing Where: Teaching Global Positioning Systems to Students with Visual Impairments—October–November 675–680

PHYSICAL FITNESS
The Accuracy of Talking Pedometers When Used During Free-Living: A Comparison of Four Devices—May 299–304
Editor's Page—August 451
Parental Influence and the Attraction to Physical Activity for Youths Who Are Visually Impaired at a Residential-Day School—August 493–498

PINQUART, MARTIN
Associations of Extroversion and Parental Overprotection with Forming Relationships with Peers Among Adolescents with and without Visual Impairments—February 96–107
Attainment of Developmental Tasks by Adolescents with Visual Impairments and Sighted Adolescents—January 33–44

PLISKOW, JAY
Examining the Impact of "Quiet" Vehicles on the Performance of Orientation and Mobility Tasks by Pedestrians Who Are Blind—December 745–759
Terms for Specialized Educational Settings for Students with Visual Impairments—March 135–136

POETRY
Some Thoughts on Braille, by Eliot, December 1952, *New Outlook for the Blind.* Recommended by Sheila Amato—August 502–503

POGRUND, RONA L.
A National Study of Parents' Perspectives on Dual-Certified Vision Professionals—April 211–221

PRACTICE PERSPECTIVES
Becoming Commuters: Teaching Students Traveling to Work Using Public Transportation—May 262–265
How Ditching the School Van in Favor of the City Bus Created Endless Learning Opportunities for a Class of Visually Impaired Students with Multiple Disabilities—May 261–262
I-M-ABLE: A Pathway to Literacy—March 141–144
Making the Transition from Student with Visual Impairment to Teacher with Visual Impairment—September 516
The Marker is Empty: Lessons Learned from the Student-Teaching Experience of an Individual Who Is Visually Impaired—September 516–520
Putting Theory into Practice: Two Teachers' Experiences with Wormsley's Meaning-centered Approach to Braille Literacy—March 137–138
Sarah's Story: Using the Individualized Meaning-centered Approach to Braille Literacy Education (I-M-ABLE)—March 138–141

PROFESSIONAL TRAINING
Assisting Handlers Following Attacks on Dog Guides: Implications for Dog Guide Teams—October–November 601–611
Getting from Here to There and Knowing Where: Teaching Global Positioning Systems to Students with Visual Impairments—October–November 675–680
Guest Editors' Page—October–November 579–582
Learning From Our Past: The Orientation and Mobility Archives—October–November 584–586
New Practitioner Identifies the Need for More Multilingual Orientation and Mobility Instructional Materials—October–November 583–584
Orientation and Mobility and Professional Preparation: Celebrating 50 Years—October–November 577–736
Recent Graduate Recommends Closer Collaboration between Practitioners and Personnel Preparation Programs—October–November 582–583

RAY, CHRISTOPHER T.
The Use of a Tactile-Vision Sensory Substitution System as an Augmentative Tool for Individuals with Visual Impairments—January 45–50

READING AND READING SKILLS
Children's Perceptions of Learning Braille: Qualitative and Quantitative Findings of the ABC Braille Study—May 266–275
Collaborative Research: The Alphabetic Braille Contracted and Braille Study as an Example of Collaborative Research—December 770–780
Editor's Page—August 451
General Education Teachers' Ratings of the Academic Engagement Level of Students Who Read Braille: A Comparison with Sighted Peers—August 479–492
Movement Kinematics of the Braille-reading Finger—June 370–381
Some Thoughts on Braille, by Eliot, December 1952, *New Outlook for the Blind.* Recommended by Sheila Amato—August 502–503

REED, MAUREEN
High School Teachers' Perspectives on Supporting Students with Visual Impairments Toward Higher Education: Access, Barriers, and Success—September 548–559

©2011 AFB, All Rights Reserved

REHABILITATION
Canaries in the Coal Mine? Dog Guide Schools Look at the Current State of Orientation and Mobility—December 741-742
Editor's Page—March 131
Foundations of Low Vision: Clinical and Functional Perspectives (2nd Ed.), by Corn & Erin (Eds.), reviewed by Kerry Lueders—July 441–443
Guest Editors' Page—October–November 579–582
Learning From Our Past: The Orientation and Mobility Archives—October–November 584–586
New Practitioner Identifies the Need for More Multilingual Orientation and Mobility Instructional Materials—October–November 583–584
Orientation and Mobility and Professional Preparation: Celebrating 50 Years—October–November 577–736
Recent Graduate Recommends Closer Collaboration between Practitioners and Personnel Preparation Programs—October–November 582–583
Striving to Provide Innovative Orientation and Mobility Services in Times of Diminishing Resources—October–November 587–590
Unmet Needs: Service Issues for Persons Who Are Blind or Have Low Vision—March 170–180

REHABILITATION SERVICES
Canaries in the Coal Mine? Dog Guide Schools Look at the Current State of Orientation and Mobility—December 741–742
Commentary on Providing Services to Students with Autism Spectrum Disorders—June 325–329
Editor's Page—June 323
Instruction in Areas of the Expanded Core Curriculum Linked to Transition Outcomes for Students with Visual Impairments—June 340–349

REINHARDT, JOANN P.
The Societal Impact of Age-related Macular Degeneration: Use of Social Support Resources Differs by the Severity of the Impairment—January 5–19

RETINITIS PIGMENTOSA
Low Vision Services in Nepal: An Overview—April 240–243
Subjective Perception of Visual Distortions or Scotomas in Individuals with Retinitis Pigmentosa—January 50–55

RETINOPATHY OF PREMATURITY
Focus on Music 2: Exploring the Musicality of Children and Young People with Retinopathy of Prematurity, by Ockelford & Matawa, reviewed by William R. McCann—May 306–308

RIKSEN-WALRAVEN, J. MARIANNE
Fostering Harmonious Interactions in a Boy with Congenital Deaf-Blindness: A Single Case Study—September 560–572

ROENTGEN, UTA R.
Users' Evaluations of Four Electronic Travel Aids Aimed at Navigation for Persons Who Are Visually Impaired—October–November 612–623

ROSENBLUM, L. PENNY
Accuracy and Techniques in the Preparation of Mathematics Worksheets for Tactile Learners—July 402–413
A Pilot Study of a Self-voicing Computer Program for Prealgebra Math Problems—March 157–169

ROTHERAM-FULLER, ERIN
Evaluating the Empowered Curriculum for Adolescents with Visual Impairments—June 350–360

RUBIO, ROMAN
The Societal Impact of Age-related Macular Degeneration: Use of Social Support Resources Differs by the Severity of the Impairment—January 5–19

RUIJSSENAARS, A. J. J. M.
Fostering Harmonious Interactions in a Boy with Congenital Deaf-Blindness: A Single Case Study—September 560–572

SACKS, SHARON Z.
Children's Perceptions of Learning Braille: Qualitative and Quantitative Findings of the ABC Braille Study—May 266–275

SAFETY
Becoming Commuters: Teaching Students Traveling to Work Using Public Transportation—May 262–265
The Effects of Truncated Dome Detectable Warnings on Travelers Negotiating Curb Ramps in Wheelchairs—May 276–286
Examining the Impact of "Quiet" Vehicles on the Performance of Orientation and Mobility Tasks by Pedestrians Who Are Blind—December 745–759

SANSING, WILLIAM
Unmet Needs: Service Issues for Persons Who Are Blind or Have Low Vision—March 170–180

SAPP, WENDY
Somebody's Jumping on the Floor: Incorporating Music into Orientation and Mobility for Preschoolers with Visual Impairments—October–November 715–719

SAUERBURGER, DONA
Conditions that Influenced Drivers' Yie!ding Behavior for Uncontrolled Intersections—December 760–769

SCHOLL, GERALDINE T.
Deaths—January 58, 60

SCOTT, ALAN C.
Nonvisual Cues for Aligning to Cross Streets—October–November 648–661
Walking Between the Lines: Nonvisual Cues for Maintaining Headings During Street Crossings—October–November 662–674

SELF-DETERMINATION THEORY
Evaluating the Empowered Curriculum for Adolescents with Visual Impairments—June 350–360

SHRIEVES, GARY
Striving to Provide Innovative Orientation and Mobility Services in Times of Diminishing Resources—October–November 587–590

SIMONNET, MATHIEU
Comparing Tactile Maps and Haptic Digital Representations of a Maritime Environment—April 222–234

SMEDEMA, SUSAN MILLER
The Relationship of Perceived Social Support with Well-Being in Adults with Visual Impairments—July 425–439

 ©2011 AFB, All Rights Reserved

SMITH, DERRICK W.
Assistive Technology Competencies of Teachers of Students with Visual Impairments: A Comparison of Perceptions—September 533–547
Assistive Technology for Students with Visual Impairments: Challenges and Needs in Teachers' Preparation Programs and Practice—April 197–210
The Impact of Assistive Technology on the Educational Performance of Students with Visual Impairments: A Synthesis of the Research—February 73–83
A Pilot Study of a Self-voicing Computer Program for Prealgebra Math Problems—March 157–169

SMITH, KATIE A.
Striving to Provide Innovative Orientation and Mobility Services in Times of Diminishing Resources—October–November 587–590

SMITH, THOMAS J.
An Examination of Characteristics Related to the Social Skills of Youths with Visual Impairment—February 84–95

SOCIAL SKILLS
Associations of Extroversion and Parental Overprotection with Forming Relationships with Peers Among Adolescents with and without Visual Impairments—February 96–107
Attainment of Developmental Tasks by Adolescents with Visual Impairments and Sighted Adolescents—January 33–44
Editor's Page—January 3, February 67, July 387
An Examination of Characteristics Related to the Social Skills of Youths with Visual Impairment—February 84–95
Instruction in Areas of the Expanded Core Curriculum Linked to Transition Outcomes for Students with Visual Impairments—June 340–349
Predictors of Employment for Youths with Visual Impairments: Findings from the Second National Longitudinal Transition Study—August 453–466
The Relationship of Perceived Social Support with Well-Being in Adults with Visual Impairments—July 425–439
Resilience in Parents of Young Adults with Visual Impairments—July 414–424

SOUND
Examining the Impact of "Quiet" Vehicles on the Performance of Orientation and Mobility Tasks by Pedestrians Who Are Blind—December 745–759

SPECIAL EDUCATION
Effects of the Proximity of Paraeducators on the Interactions of Braille Readers in Inclusive Settings—August 467–478
General Education Teachers' Ratings of the Academic Engagement Level of Students Who Read Braille: A Comparison with Sighted Peers—August 479–492
The Marker is Empty: Lessons Learned from the Student-Teaching Experience of an Individual Who Is Visually Impaired—September 516–520
The Relationship of Personnel Preparation to the Competence of Teachers of Students with Visual Impairments in Turkey—February 108–124

SPECIALIZED SERVICES
Unmet Needs: Service Issues for Persons Who Are Blind or Have Low Vision—March 170–180

SPUNGIN, SUSAN JAY
Undaunted by Blindness: Concise Biographies of 400 People Who Refused to Let Visual Impairment Define Them, by Olstrom, reviewed by Susan Jay Spungin—September 573–574

STEPHENS, CHRISTINE
Determinants of the Overall Quality of Life of Older Persons Who Have Difficulty Seeing: The Importance of the Ability to Get Around—October–November 720–730

STEYVERS, FRANK J. J. M.
The Effectiveness of Verbal Information Provided by Electronic Travel Aids for Visually Impaired Persons—October–November 624–637

STRICKFADEN, MEGAN
The Brussels Metro: Accessibility Through Collaboration—October–November 638–647

STUDENTS
Accuracy and Techniques in the Preparation of Mathematics Worksheets for Tactile Learners—July 402–413
Assistive Technology Competencies of Teachers of Students with Visual Impairments: A Comparison of Perceptions—September 533–547
Assistive Technology for Students with Visual Impairments: Challenges and Needs in Teachers' Preparation Programs and Practice—April 197–210
Autism Spectrum Disorders and Visual Impairment Are Here to Stay: Using an Expanded Core Curriculum to Implement a Comprehensive Program of Instruction—June 329–334
Becoming Commuters: Teaching Students Traveling to Work Using Public Transportation—May 262–265
Children's Perceptions of Learning Braille: Qualitative and Quantitative Findings of the ABC Braille Study—May 266–275
Editor's Page—February 67, May 259, June 323, August 451, September 515
An Examination of Characteristics Related to the Social Skills of Youths with Visual Impairment—February 84–95
Fostering Harmonious Interactions in a Boy with Congenital Deaf-Blindness: A Single Case Study—September 560–572
Getting Ready for College Begins in Third Grade: Working Toward an Independent Future for Your Blind/VI Child, Pre-K to Middle School, by Castellano, reviewed by Stuart H. Wittenstein—May 305–306
High School Teachers' Perspectives on Supporting Students with Visual Impairments Toward Higher Education: Access, Barriers, and Success—September 548–559
How Ditching the School Van in Favor of the City Bus Created Endless Learning Opportunities for a Class of Visually Impaired Students with Multiple Disabilities—May 261–262
Instruction in Areas of the Expanded Core Curriculum Linked to Transition Outcomes for Students with Visual Impairments—June 340–349
Making the Transition from Student with Visual Impairment to Teacher with Visual Impairment—September 516
Parental Influence and the Attraction to Physical Activity for Youths Who Are Visually Impaired at a Residential-Day School—August 493–498

©2011 AFB, All Rights Reserved

Perceived Training Needs of Teachers of Students with Visual Impairments Who Work with Students from Culturally and Linguistically Diverse Backgrounds—September 521–532
A Pilot Study of a Self-voicing Computer Program for Prealgebra Math Problems—March 157–169
The Relationship of Personnel Preparation to the Competence of Teachers of Students with Visual Impairments in Turkey—February 108–124
Students with Low Vision Describe Their Visual Impairments and Visual Functioning—May 287–298
The Use of Assistive Technology by High School Students with Visual Impairments: A Second Look at the Current Problem—April 235–239

STUEN, CYNTHIA
The Societal Impact of Age-related Macular Degeneration: Use of Social Support Resources Differs by the Severity of the Impairment—January 5–19

SUDNONGBUA, SUPAPORN
The Impact of Visual Disability on the Quality of Life of Older Persons in Rural Northeast Thailand—June 361–369

SUPPORT GROUPS
Editor's Page—July 387
The Relationship of Perceived Social Support with Well-Being in Adults with Visual Impairments—July 425–439
Resilience in Parents of Young Adults with Visual Impairments—July 414–424
The Societal Impact of Age-related Macular Degeneration: Use of Social Support Resources Differs by the Severity of the Impairment—January 5–19

SURVEYS
Assistive Technology Competencies of Teachers of Students with Visual Impairments: A Comparison of Perceptions—September 533–547
Assistive Technology for Students with Visual Impairments: Challenges and Needs in Teachers' Preparation Programs and Practice—April 197–210
Editor's Page—February 67, September 515
A National Study of Parents' Perspectives on Dual-Certified Vision Professionals—April 211–221
Perceived Training Needs of Teachers of Students with Visual Impairments Who Work with Students from Culturally and Linguistically Diverse Backgrounds—September 521–532
The Relationship of Perceived Social Support with Well-Being in Adults with Visual Impairments—July 425–439
Students with Low Vision Describe Their Visual Impairments and Visual Functioning—May 287–298

TACTILE DEVICES
Nonvisual Cues for Aligning to Cross Streets—October–November 648–661
The Use of a Tactile-Vision Sensory Substitution System as an Augmentative Tool for Individuals with Visual Impairments—January 45–50
Walking Between the Lines: Nonvisual Cues for Maintaining Headings During Street Crossings—October–November 662–674

TACTILE GRAPHICS
Accuracy and Techniques in the Preparation of Mathematics Worksheets for Tactile Learners—July 402–413

TACTILE MAPS
Comparing Tactile Maps and Haptic Digital Representations of a Maritime Environment—April 222–234
The Design of Tactile Thematic Symbols—October–November 681–691
Editor's Page—April 195
Striving to Provide Innovative Orientation and Mobility Services in Times of Diminishing Resources—October–November 587–590

TEACHERS
Accuracy and Techniques in the Preparation of Mathematics Worksheets for Tactile Learners—July 402–413
Assistive Technology Competencies of Teachers of Students with Visual Impairments: A Comparison of Perceptions—September 533–547
Assistive Technology for Students with Visual Impairments: Challenges and Needs in Teachers' Preparation Programs and Practice—April 197–210
Editor's Page—February 67, March 131, May 259, September 515
Fostering Harmonious Interactions in a Boy with Congenital Deaf-Blindness: A Single Case Study—September 560–572
Foundations of Low Vision: Clinical and Functional Perspectives (2nd Ed.), by Corn & Erin (Eds.), reviewed by Kerry Lueders—July 441–443
General Education Teachers' Ratings of the Academic Engagement Level of Students Who Read Braille: A Comparison with Sighted Peers—August 479–492
High School Teachers' Perspectives on Supporting Students with Visual Impairments Toward Higher Education: Access, Barriers, and Success—September 548–559
I-M-ABLE: A Pathway to Literacy—March 141–144
Making the Transition from Student with Visual Impairment to Teacher with Visual Impairment—September 516
The Marker is Empty: Lessons Learned from the Student-Teaching Experience of an Individual Who Is Visually Impaired—September 516–520
Perceived Training Needs of Teachers of Students with Visual Impairments Who Work with Students from Culturally and Linguistically Diverse Backgrounds—September 521–532
A Pilot Study of a Self-voicing Computer Program for Prealgebra Math Problems—March 157–169
Putting Theory into Practice: Two Teachers' Experiences with Wormsley's Meaning-centered Approach to Braille Literacy—March 137–138
The Relationship of Personnel Preparation to the Competence of Teachers of Students with Visual Impairments in Turkey—February 108–124
Sarah's Story: Using the Individualized Meaning-centered Approach to Braille Literacy Education (I-M-ABLE)—March 138–141
A Theoretical Rationale for Using the Individualized Meaning-centered Approach to Braille Literacy Education with Students Who Have Mild to Moderate Cognitive Disabilities—March 145–156

TECHNOLOGY
Editor's Page—January 3
The Use of a Tactile-Vision Sensory Substitution System as an Augmentative Tool for Individuals with Visual Impairments—January 45–50

 ©2011 AFB, All Rights Reserved

TENG, SANTANI
The Acuity of Echolocation: Spatial Resolution in Sighted Persons Compared to the Performance of an Expert Who Is Blind—January 20–32

THAILAND
Editor's Page—June 323
The Impact of Visual Disability on the Quality of Life of Older Persons in Rural Northeast Thailand—June 361–369

THAKUR, AJIT KUMAR
Low Vision Services in Nepal: An Overview—April 240–243

THIS MATTERED TO ME
Some Thoughts on Braille, by Eliot, December 1952, *New Outlook for the Blind.* Recommended by Sheila Amato—August 502–503

TISSEAU, JACQUES
Comparing Tactile Maps and Haptic Digital Representations of a Maritime Environment—April 222–234

TOWERS, ANDREW
Determinants of the Overall Quality of Life of Older Persons Who Have Difficulty Seeing: The Importance of the Ability to Get Around—October–November 720–730

TRAINING
Assessment of Dog Guides by Users in Japan and Suggestions for Improvement—October–November 591–600
The Marker is Empty: Lessons Learned from the Student-Teaching Experience of an Individual Who Is Visually Impaired—September 516–520
Perceived Training Needs of Teachers of Students with Visual Impairments Who Work with Students from Culturally and Linguistically Diverse Backgrounds—September 521–532
Striving to Provide Innovative Orientation and Mobility Services in Times of Diminishing Resources—October–November 587–590

TRANSITION SKILLS
Commentary on Providing Services to Students with Autism Spectrum Disorders—June 325–329
High School Teachers' Perspectives on Supporting Students with Visual Impairments Toward Higher Education: Access, Barriers, and Success—September 548–559
Instruction in Areas of the Expanded Core Curriculum Linked to Transition Outcomes for Students with Visual Impairments—June 340–349
Making the Transition from Student with Visual Impairment to Teacher with Visual Impairment—September 516

TRANSPORTATION
Becoming Commuters: Teaching Students Traveling to Work Using Public Transportation—May 262–265
Editor's Page—May 259
How Ditching the School Van in Favor of the City Bus Created Endless Learning Opportunities for a Class of Visually Impaired Students with Multiple Disabilities—May 261–262
Predictors of Employment for Youths with Visual Impairments: Findings from the Second National Longitudinal Transition Study—August 453–466

TRAUMATIC BRAIN INJURY
Foundations of Low Vision: Clinical and Functional Perspectives (2nd Ed.), by Corn & Erin (Eds.), reviewed by Kerry Lueders—July 441–443

TRAVEL
Auditory Cues Used for Wayfinding in Urban Environments by Individuals with Visual Impairments—October–November 703–714
Becoming Commuters: Teaching Students Traveling to Work Using Public Transportation—May 262–265
The Brussels Metro: Accessibility Through Collaboration—October–November 638–647
Canaries in the Coal Mine? Dog Guide Schools Look at the Current State of Orientation and Mobility—December 741–742
Conditions that Influenced Drivers' Yielding Behavior for Uncontrolled Intersections—December 760–769
The Design of Tactile Thematic Symbols—October–November 681–691
Editor's Page—March 131, May 259, December 739
The Effectiveness of Verbal Information Provided by Electronic Travel Aids for Visually Impaired Persons—October–November 624–637
The Effects of Truncated Dome Detectable Warnings on Travelers Negotiating Curb Ramps in Wheelchairs—May 276–286
Examining the Impact of "Quiet" Vehicles on the Performance of Orientation and Mobility Tasks by Pedestrians Who Are Blind—December 745–759
Getting from Here to There and Knowing Where: Teaching Global Positioning Systems to Students with Visual Impairments—October–November 675–680
How Ditching the School Van in Favor of the City Bus Created Endless Learning Opportunities for a Class of Visually Impaired Students with Multiple Disabilities—May 261–262
Nonvisual Cues for Aligning to Cross Streets—October–November 648–661
Olfactory Cues Used for Wayfinding in Urban Environments by Individuals with Visual Impairments—October–November 692–702
Users' Evaluations of Four Electronic Travel Aids Aimed at Navigation for Persons Who Are Visually Impaired—October–November 612–623
Walking Between the Lines: Nonvisual Cues for Maintaining Headings During Street Crossings—October–November 662–674

TURKEY
Editor's Page—February 67
The Relationship of Personnel Preparation to the Competence of Teachers of Students with Visual Impairments in Turkey—February 108–124

VAN DIJK, JAN P. M.
Fostering Harmonious Interactions in a Boy with Congenital Deaf-Blindness: A Single Case Study—September 560–572

VICKROY, MARCIA
Striving to Provide Innovative Orientation and Mobility Services in Times of Diminishing Resources—October–November 587–590

VIELLEDENT, STEPHANE
Comparing Tactile Maps and Haptic Digital Representations of a Maritime Environment—April 222–234

©2011 AFB, All Rights Reserved

VIET, LE DAN BACH
Death—February 125–126

VISUAL ACUITY
Students with Low Vision Describe Their Visual Impairments and Visual Functioning—May 287–298

VOCATIONAL EDUCATION AND REHABILITATION
Instruction in Areas of the Expanded Core Curriculum Linked to Transition Outcomes for Students with Visual Impairments—June 340–349

VOICE COMMANDS
The Effectiveness of Verbal Information Provided by Electronic Travel Aids for Visually Impaired Persons—October–November 624–637

WALL EMERSON, ROBERT SHAWN
Collaborative Research: The Alphabetic Braille Contracted and Braille Study as an Example of Collaborative Research—December 770–780
Conditions that Influenced Drivers' Yielding Behavior for Uncontrolled Intersections—December 760–769
Examining the Impact of "Quiet" Vehicles on the Performance of Orientation and Mobility Tasks by Pedestrians Who Are Blind—December 745–759
Foundations of Orientation and Mobility (3rd Ed): Vol. 1 History and Theory and *Vol. 2 Instructional Strategies and Practical Applications*, by Wiener, Welsh, & Blasch (Eds.), reviewed by Robert Shawn Wall Emerson and James Leja—August 499–502

WARD, STEFAN
Parental Influence and the Attraction to Physical Activity for Youths Who Are Visually Impaired at a Residential-Day School—August 493–498

WATANABE, DONALD H.
Subjective Perception of Visual Distortions or Scotomas in Individuals with Retinitis Pigmentosa—January 50–55

WAYFINDING
Auditory Cues Used for Wayfinding in Urban Environments by Individuals with Visual Impairments—October–November 703–714
Conditions that Influenced Drivers' Yielding Behavior for Uncontrolled Intersections—December 760–769
Olfactory Cues Used for Wayfinding in Urban Environments by Individuals with Visual Impairments—October–November 692–702

WELSH, RICHARD L.
Learning From Our Past: The Orientation and Mobility Archives—October–November 584–586

WHITNEY, DAVID
The Acuity of Echolocation: Spatial Resolution in Sighted Persons Compared to the Performance of an Expert Who Is Blind—January 20–32

WILLIAMS, MICHAEL D.
The Use of a Tactile-Vision Sensory Substitution System as an Augmentative Tool for Individuals with Visual Impairments—January 45–50

WITTENSTEIN, STUART H.
Getting Ready for College Begins in Third Grade: Working Toward an Independent Future for Your Blind/VI Child, Pre-K to Middle School, by Castellano, reviewed by Stuart H. Wittenstein—May 305–306
This Mattered to Me—August 502–503
Use of "Segregated" to Refer to Specialized Schools is Cause for Concern and Reconsideration—March 135

WITTICH, WALTER
Subjective Perception of Visual Distortions or Scotomas in Individuals with Retinitis Pigmentosa—January 50–55

WOLFFE, KAREN
Instruction in Areas of the Expanded Core Curriculum Linked to Transition Outcomes for Students with Visual Impairments—June 340–349

WORMSLEY, DIANE P.
Collaborative Research: The Alphabetic Braille Contracted and Braille Study as an Example of Collaborative Research—December 770–780
A Theoretical Rationale for Using the Individualized Meaning-centered Approach to Braille Literacy Education with Students Who Have Mild to Moderate Cognitive Disabilities—March 145–156

WRIGHT, DARICK
Visual Impairment in Children Due to Damage to the Brain: Clinics in Developmental Medicine, by Dutton & Bax (Eds.), reviewed by Darick Wright—April 245–246

WRIGHT, TESSA S.
Learning to Write in Braille: An Analysis of Writing Samples from Participants in the Alphabetic Braille and Contracted (ABC) Braille Study—July 389–401

WRITING SKILLS
Learning to Write in Braille: An Analysis of Writing Samples from Participants in the Alphabetic Braille and Contracted (ABC) Braille Study—July 389–401

YEUNG, POLLY
Determinants of the Overall Quality of Life of Older Persons Who Have Difficulty Seeing: The Importance of the Ability to Get Around—October–November 720–730

ZEBEHAZY, KIM T.
An Examination of Characteristics Related to the Social Skills of Youths with Visual Impairment—February 84–95

ZHOU, LI
Assistive Technology Competencies of Teachers of Students with Visual Impairments: A Comparison of Perceptions—September 533–547
Assistive Technology for Students with Visual Impairments: Challenges and Needs in Teachers' Preparation Programs and Practice—April 197–210

 ©2011 AFB, All Rights Reserved